DOCUMENT RESUME

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IDENTIFIERS	*Project CHILD

ABSTRACT

Presented is the third of 12 instructional kits, on characteristics of the language disabled (LD) child, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for LD children. Included in the kit are directions for preassessment tasks for the five performance objectives, a listing of the five performance objectives (such as correctly identifying three learning disabled children from five case histories), instructions for four learning experiences (such as using correct terminology to identify pantomimed behavior characteristics), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. Also included are two descriptions of LD children intended to help the student identify individual differences. (DB)

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PROJECT CHILD

Ten Kit 3

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EC 070 982

TEN KIT 3

TITLE: Characteristics of the Language Disabled Child

APPROXIMATE TIME TO COMPLETE: 40 Hours

MATERIALS TO PURCHASE: McCarthy, James J. and Joan F. McCarthy, Learning Disabilities, Allyn and Bacon, Inc., Boston, 1970.

INTRODUCTION:

The Characteristics of the Language Disabled Child Kit was developed to acquaint the student with the characteristics of LD children and the terminology used to describe their behavior. Upon completion of this kit the student should have a better understanding of the behavior of this type child and should be able to consult with other professionals using appropriate terminology to describe the behavior of LD children. Understanding the behavior of these children should better prepare teachers to meet their needs.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 1

The student will perform at the 90 per cent level of proficiency on a test requiring the matching of terms used to describe the characteristics of LD children with the correct explanation of the terms.

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TEN KIT 3

Characteristics of the Language Disabled (LD) Child

Performance Objective 1 (Form A)

Name _____ Date _____

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Fill in the blanks with the number of the correct definition of each term:

Hyperactivity_____

Emotional lability_____

General orientation defects_____

Short attention span_____

Distractibility_____

Impulsivity_____

Disinhibition_____

Hypoactivity_____

Perseveration_____

Dissociation_____

Disturbance of figure-ground perception_____

Concretism_____

Maturational lag_____

Catastrophic responses_____

Auditory imperception_____

1. The child appears to have a surplus of energy-excessive activity.
2. The inability to see a stimulus as a gestalt or whole. The inability to combine parts to form a whole or unit.
3. Inability to understand familiar sounds and/or oral verbal communication.
4. Inability to concentrate on a specific task for any length of time even without distractions.
5. An irregularity in development of areas of the brain and of personality without structural damage or defect.
6. Behavior characterized by sudden unexplainable shifts of emotion or a tendency toward cyclic behavior.
7. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
8. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
9. A child confronted with a task too difficult for him to perform responds with aggression, irritability, an overflow of response or complete collapse of controls.
10. Significant decrease in motor activity.
11. Response without consideration-acting on impulse.
12. Inadequate perception of time, place, position in space, and spatial relationships.
13. The inability to accurately select the stimuli which should be the center of attention from a mass of incoming stimuli. The child may reverse or confuse figure and background or be unable to distinguish between them.
14. Continuing a response after it is no longer appropriate e.g. a child may continue to bring up a subject, make a motor response, or repeat words.
15. A term closely related to impulsivity, inability to refrain from responding to a stimulus, lacking in internal control of impulses in spite of situation or circumstances.

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Characteristics of the Language Disabled (LD) Child

Performance Objective 1 Form B

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Name_____ Date_____

Inadequate body-image concept_____

Dysgraphia_____

Strephosymbolia ____

Inadequate auditory memory_____

Inadequate visual memory_____

Dyslexia_____

Dyscalculia_____

Tactile agnosia_____

Inadequate auditory discrimination____

Withdrawal_____

General orientation defects_____

Short attention span_____

Distractibility_____

Impulsivity_____

Concretism _____

1. Inability to recognize objects through touch.
2. A partial inability to interpret symbols necessary in reading.
3. Inappropriate understanding or awareness of one's own body and the impressions received from internal signals and also contact with others.
4. Avoidance of people, new situations, conflict, or difficult tasks. A defense against anxiety and frustration.
5. Inability to distinguish between sounds according to pitch, volume, and pattern including inability to distinguish between individual speech sounds.
6. Response without consideration-acting on impulse.
7. Language disability as related to the expression of ideas through writing or written symbols.
8. Inability to reproduce words, phrases, sentences, or other stimuli received visually.
9. A partial inability to do simple arithmetic.
10. The reversal of symbols in reading and writing frequently observed in children having a language disability.
11. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
12. Inability to concentrate on a specific task for any length of time even without distractions.
13. Inadequate perception of time, place, position in space, and spatial relationships.
14. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
15. Inability to reproduce words, phrases, sentences or other sequences received auditorially.

TEN KIT 3

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 1

To complete Performance Objective 1, the student must complete one of the forms of the 15 item matching test at the 90 per cent level of accuracy. The teacher supervisor should use alternate forms of the test when a student fails the Preassessment and has to take the Proficiency Assessment, or if a student has to repeat the Proficiency Assessment. Use the attached form as a key for checking student's papers.

If a student misses more than one item, he must work through the learning experiences before scheduling the Proficiency Assessment.

Characteristics of the Language Disabled (LD) Child

Performance Objective 1 (Form A)

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Name _____ Date _____

Fill in the blanks with the number of the correct definition of each term:

Hyperactivity 1

Emotional lability 6

General orientation defects 12

Short attention span 4

Distractibility 8

Impulsivity 11

Disinhibition 15

Hypoactivity 10

Perseveration 14

Dissociation 2

Disturbance of figure-ground perception 13

Concretism 7

Maturational lag 5

Catastrophic responses 9

Auditory imperception 3

1. The child appears to have a surplus of energy-excessive activity.
2. The inability to see a stimulus as a gestalt or whole. The inability to combine parts to form a whole or unit.
3. Inability to understand familiar sounds and/or oral verbal communication.
4. Inability to concentrate on a specific task for any length of time even without distractions.
5. An irregularity in development of areas of the brain and of personality without structural damage or defect.
6. Behavior characterized by sudden unexplainable shifts of emotion or a tendency toward cyclic behavior.
7. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
8. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
9. A child confronted with a task too difficult for him to perform responds with aggression, irritability, an overflow of response or complete collapse of controls.
10. Significant decrease in motor activity.
11. Response without consideration-acting on impulse.
12. Inadequate perception of time, place, position in space, and spatial relationships.
13. The inability to accurately select the stimuli which should be the center of attention from a mass of incoming stimuli. The child may reverse or confuse figure and background or be unable to distinguish between them.
14. Continuing a response after it is no longer appropriate e.g. a child may continue to bring up a subject, make a motor response, or repeat words.
15. A term closely related to impulsivity, inability to refrain from responding to a stimulus, lacking in internal control of impulses in spite of situation or circumstances.

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Characteristics of the Language Disabled (LD) Child

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Performance Objective 1 (Form B)

Name _____ Date _____

Inadequate body-image concept 3

Dysgraphia 7

Strephosymbolia 10

Inadequate auditory memory 15

Inadequate visual memory 8

Dyslexia 2

Dyscalculia 9

Tactile agnosia 1

Inadequate auditory discrimination 5

Withdrawal 4

General orientation defects 13

Short attention span 12

Distractibility 11

Impulsivity 6

Concretism 14

1. Inability to recognize objects through touch.
2. A partial inability to interpret symbols necessary in reading.
3. Inappropriate understanding or awareness of one's own body and the impressions received from internal signals and also contact with others.
4. Avoidance of people, new situations, conflict, or difficult tasks. A defense against anxiety and frustration.
5. Inability to distinguish between sounds according to pitch, volume, and pattern including inability to distinguish between individual speech sounds.
6. Response without consideration-acting on impulse
7. Language disability as related to the expression of ideas through writing or written symbols.
8. Inability to reproduce words, phrases, sentences, or other stimuli received visually.
9. A partial inability to do simple arithmetic.
10. The reversal of symbols in reading and writing frequently observed in children having a language disability.
11. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
12. Inability to concentrate on a specific task for any length of time even without distractions.
13. Inadequate perception of time, place, position in space, and spatial relationships.
14. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
15. Inability to reproduce words, phrases, sentences or other sequences received auditorially.

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 2

NAME _____ DATE _____

The student should write a description of an LD child using at least five terms which are generally associated with LD children without using contradictory terms, e.g., hypoactivity and hyperactivity at the 100 per cent level of proficiency.

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Characteristics of the Language Disabled (LD) Child

PREASSESSMENT

Performance Objective 2

1. The student should use at least five of the terms described in Reading References 1, 2, 3, 4, 5, 7, and 8.

2. The student should not use any contradictory terms such as the following:

   a. Hyperactivity and hypoactivity
   b. Emotional lability and rigidity
   c. Aggression and withdrawal
   d. Dyslexia and reading on grade level
   e. Learns best auditorially and learns best visually
   f. Concretism and the ability to deal with abstractions

3. If the student uses any contradictory terms or fails to use at least five of the terms described in Learning Experiences 1, 2, 3, 4, 5, 7, and 8, he should work through the Learning Experiences for Performance Objective 1.

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 3

NAME_____ DATE_____

The student should check out a packet of five cumulative folders from the teacher supervisor. On the basis of Myklebust's Learning Quotient determine which of the five children have learning disabilities in reading vocabulary, reading comprehension and spelling at the 100 per cent level of proficiency.

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Characteristics of the Language Disabled (LD) Child

PREASSESSMENT

Performance Objective 3

The following is a key for checking the student's identification of LD children from their cumulative folders on the basis of Myklebust's Learning Quotient:

Proficiency Assessment	File A----------Not an LD
Proficiency Assessment	File B----------LD in Reading Comprehension and Spelling
Proficiency Assessment	File C----------Not an LD
Proficiency Assessment	File D----------Not an LD
Proficiency Assessment	File E----------LD in all three areas: Reading Vocabulary Reading Comprehension Spelling

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 4

NAME_____ DATE_____

The student should check out two descriptions of LD children from the teacher supervisor. Read and study these descriptions and schedule a conference with the teacher supervisor in which the behavioral characteristics of the two students will be compared and contrasted. The teacher supervisor will evaluate the conference on the basis of the student's contrasting at least five characteristics such as withdrawal and aggression at the 90 per cent level of proficiency.

Each of the five sections will be worth 20 points, and each of the five can be divided in half with each half worth 10 points. For example, a student may correctly identify aggression and fail to identify withdrawal.

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Characteristics of the Language Disabled Child

Performance Objective 4

The student should identify five of the following differences between the two profiles in his conference with the teacher supervisor:

	D. L.	F. S.
_____	Hyperactivity	Hypoactivity
_____	Hostility or temper tantrum	Withdrawal
_____	Adequate auditory vocal channel	Inadequate auditory vocal channel
_____	Inadequate visual motor channel	Adequate visual motor channel
_____	Inadequate visual memory	Inadequate auditory memory
_____	Writing illegible	Writes well
_____	No sight vocabulary	Rather limited sight vocabulary
_____	Should learn best with phonetic approach	Should learn best through visual channel
_____	WISC non-verbal functioning in Borderline range	WISC non-verbal functioning in the Bright Normal range
_____	WISC verbal skills in the upper limits of the Bright Normal range	WISC verbal skills in the Dull Normal range
_____	Phonetic approach to reading will probably be preferable	Has learned to read by the "look and say" method
_____	OTHERS _____	

_____

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Characteristics of the Language Disabled Child

PREASSESSMENT

Performance Objective 5

(Unless the student has passed PREASSESSMENT for the first four performance objectives for this kit, he will not be allowed to take the PREASSESSMENT for this objective.)

The student should describe in narrative form an ideal curriculum for LD children which meets these three criteria:

A. Preserves their human dignity
B. Provides for their learning deficiency
C. Establishes significant achievement expectations

NOTE: This is an affective objective and will not be used to assess students' level of proficiency in the kit; however, the student will be required to develop the curriculum for LD children and discuss it with his teacher supervisor.

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Characteristics of the Language Disabled Child

PERFORMANCE OBJECTIVES

Upon completion of the Characteristics of the Language Disabled Child Kit, the student will be able to:

1. Demonstrate knowledge of the terminology used in discussing LD children by performing at the 90 per cent level of accuracy on a test requiring the matching of terms used to describe the characteristics of LD children with the correct explanation of the term.

2. Demonstrate comprehension of the characteristics of LD children by writing a description of an LD child using appropriate terminology without using contradictory terms, e.g., hypoactivity and hyperactivity, at the 100 per cent level of proficiency.

3. Apply his understanding of LD children by correctly identifying three LD children from a packet of five folders with 100 per cent accuracy.

4. Analyze the behavior of LD children by having a conference with the teacher supervisor discussing the two descriptions of LD children and citing at least five differences with 100 per cent level of proficiency.

5. Respond in narrative form by describing an ideal curriculum for LD children which meets these three criteria:

   A. Preserves their human dignity
   B. Provides for their learning deficiency
   C. Establishes significant achievement expectations

NOTE: This is an affective objective and will not be used to assess students' level of proficiency in the kit; however, the student will be required to submit the curriculum for LD children to his teacher supervisor.

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Characteristics of the Language Disabled Child

LEARNING EXPERIENCE 1

Read the attached list of references which describe the characteristics of LD children and observe the self evaluation suggestions. (Performance Objectives 1,2,3 and 4)

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TEN KIT 3, Characteristics of the Language Disabled Child, Reference List

7. Read pages 69-70, 92-93, 134-135, 164-165 of the following source: (Performance Objectives 2, 3, and 4)

Myers, Patricia and Donald D. Hammill, Methods for Learning Disorders, John Wiley and Sons, Inc., New York, 1969.

Myers and Hammill present case histories for the following types of learning disorders:

A. Auditory dyslexia
B. Perceptual motor disorder
C. Multiple modality disorder
D. Auditory vocal disorder

Be able to describe a child having each of the specific learning disabilities listed.

8. Read pages 12-17 of the following reference: (Performance Objective 2)

Stephens, Thomas M., Directive Teaching of Children with Learning and Behavioral Handicaps. Charles E. Merrill Publishing Co., Columbus, Ohio 1970

Stephens presents case studies for the following:

A. An underachieving, under-emitting 12 year old
B. A 12 year old with poor behavioral control
C. An underachieving, over-emitting 8 year old

Be able to identify these three types of behavior from description.

9. Read page 64 of the following reference (Performance Objective 3).

Lerner, Janet W., Children with Learning Disabilities, Houghton Mifflin Company, Dallas, 1971.

Lerner discusses and explains Myklebust's Learning Quotient method of identifying children having learning disabilities.

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Bortner discusses the following characteristics of learning disabled children which the student should be able to define:

A. Rise and lability of threshold
B. Perseveration
C. Distractibility
D. Fixation
E. Disinhibition
F. Over-response
G. Figure-ground disturbances
H. Abstract attitude
I. Memory
J. Rigidity
K. Catastrophic response
L. Withdrawal
M. Aphasia
N. Auditory agnosia
O. Dysacusis
P. Central deafness

4. Refer to pages 489-493 of the following reference for a glossary of terms associated with learning disabilities: (Performance Objectives 1, 2, 3 and 4) Saffen, Patricia M. and Edward C. Frierson, "Glossary: Terms Associated with Learning Disabilities". In E. C. Frierson and W. B. Barbe (Editors), Educating Children with Learning Disabilities: Selected Readings, Appleton-Century-Crofts, New York, 1967. Students should use this as a reference and should know the definitions of these terms.

5. Read pages 3-8 in the following reference: (Performance Objectives 1, 2, 3 and 4) Van Witsen, Betty, Perceptual Training Activities Handbook, Frances P. Connor, (Editor).

Van Witsen discusses the following behavior characteristics which students should be able to define:

A. Disorganization
B. Distractibility
C. Perseveration
D. Dissociation or figure-ground confusion
E. Impulsivity and disinhibition
F. Hyperactivity
G. Catastrophic reaction
H. Concrete behavior

6. Read pages 1-5 of the following reference for definition of learning disabilities. Students should be able to write a definition of learning disabilities upon completion of reading this reference: McCarthy, James J. and Joan F. McCarthy, Learning Disabilities, Allyn and Bacon, Inc., Boston, 1970. (Performance Objectives 1, 2, 3 and 4)

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Characteristics of the Language Disabled Child

Reference List

1. Read pages 3 to 9 of the following source: (Performance Objectives 1, 2, 3 and 4) Cruickshank, William M., et. al., A Teaching Method for Brain-Injured and Hyperactive Children, Syracuse University Press, 1961.

In the section Cruickshank describes the following psychological characteristics of brain-injured children which the student should be able to define:

A. Distractibility
B. Motor disinhibition
C. Dissociation
D. Disturbance of figure-background relationship
E. Perseveration
F. Absence of well-developed self-concept and body-image concept

2. Read pages 16-24 of the following source: (Performance Objectives 1, 2, 3 and 4) Myers, Patricia and Donald D. Hammill, Methods for Learning Disorders, John Wiley and Sons, Inc., New York, 1969. Myers and Hammill discuss the following characteristics of learning disabled children which the student should be able to define:

A. Hyperactivity
B. Hypoactivity
C. Incoordination
D. Perseveration
E. Disorders of emotionality
F. Disorders of perception
G. Disorders of symbolization

1. Receptive-Auditory
2. Receptive-Visual
3. Expressive-Vocal
4. Expressive-Motor

H. Disorders of attention

1. Insufficient attention
2. Excessive attention

I. Disorders of memory

3. Read pages 15-32 and 50-56 of the following source: (Performance Objectives 1, 2, 3 and 4) Bortner, Morton, Evaluation and Education of Children with Brain Damage, Charles E. Thomas, Springfield, Illinois, 1968.

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Characteristics of the Language Disabled Child

Reference List

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E. Disorders of emotionality
F. Disorders of perception
G. Disorders of symbolization

   1. Receptive-Auditory
   2. Receptive-Visual
   3. Expressive-Vocal
   4. Expressive-Motor

H. Disorders of attention

   1. Insufficient attention
   2. Excessive attention

I. Disorders of memory

3. Read pages 15-32 and 50-56 of the following source: (Performance Objectives 1, 2, 3 and 4) Bortner, Morton, Evaluation and Education of Children with Brain Damage, Charles E. Thomas, Springfield, Illinois, 1968.

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Characteristics of the Language Disabled Child

LEARNING EXPERIENCE 2

Schedule with the teacher supervisor a time for viewing the movie, Why Billie Couldn't Learn, and tape a discussion of the film with another student. Include terminology used in the reference material. Submit the tape to the teacher supervisor for evaluation. Schedule a conference with the teacher supervisor for his evaluation of the tape. (Performance Objectives 2 and 4)

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Characteristics of the Language Disabled Child

LEARNING EXPERIENCE 2

The students' tapes should be evaluated on the basis of the student's accuracy in using terminology appropriate to the behavior observed in the film.

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Characteristics of the Language Disabled (LD) Child

LEARNING EXPERIENCE 3

Obtain a package of children's folders from the instructor, and using Myklebust's Learning Quotient as described by Learner in Reading Reference 9, identify children having a learning disability in Spelling, Reading Comprehension, or Reading Vocabulary. Substitute the Lorge-Thorndyke Age Equivalent score for the Wechsler Intelligence Scale for Children Verbal and Performance Mental Age score in the Myklebust formula.

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Characteristics of the Language Disabled (LD) Child

LEARNING EXPERIENCE 3

After the student has identified the LD children, he should be given the following key to check his accuracy:

Learning Experience	File A--------Not an LD
Learning Experience	File B--------Not an LD
Learning Experience	File C--------LD Reading Vocabulary and Spelling
Learning Experience	File D--------LD Reading Vocabulary and Spelling
Learning Experience	File E--------Not an LD

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Characteristics of the Language Disabled Child

LEARNING EXPERIENCE 4

Students should organize themselves into groups of two or three students, and one student should pantomime characteristics of LD children and have the other student or students identify the behavior with the appropriate terminology. (Performance Objectives 1, 2 and 4)

**

SELF EVALUATION

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Each learning experience in this kit is accompanied by a self evaluation procedure. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to prevent your working your way through a kit only to be found deficient on the final assessment of your performance; therefore, as you complete each learning experience, you should request from the teacher supervisor the self evaluation procedure for that activity.

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Characteristics of the Language Disabled Child

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES	NO		
___	___	1.	Can I define the six psychological characteristics of brain-injured children described by Cruickshank in reading reference 1?
___	___	2.	Can I define the fifteen characteristics of learning disabled children described by Myers and Hammill in reading reference 2?
___	___	3.	Can I define the sixteen characteristics of learning disabled children described by Bortner in reading reference 3?
___	___	4.	Can I define the terms associated with learning disabilities defined by Saffen and Frierson in reading reference 4?
___	___	5.	Can I identify the eight behavior characteristics described by Betty Van Witsen in reading reference 5?

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Characteristics of the Language Disabled Child

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

YES	NO		
___	___	1.	Have I successfully completed the Learning Experiences and Proficiency Assessment for Performance Objective 1?
___	___	2.	Have I completed Learning Experience 2 to the satisfaction of my teacher supervisor?
___	___	3.	Can I write a satisfactory definition of an LD child after working through reading reference 6?
___	___	4.	Can I identify the three types of behavior described in the case histories in reading reference 8?

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Characteristics of the Language Disabled Child

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

YES	NO	
___	___	1. Have I read reading reference 9?
___	___	2. Have I completed Learning Experience 3 to the satisfaction of my teacher supervisor?

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Characteristics of the Language Disabled Child

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

YES	NO	
___	___	1. Have I completed satisfactorily the Learning Experiences and Proficiency Assessments for Performance Objectives 1, 2 and 3?

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PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 1

The student will perform at the 90 per cent level of proficiency on a test requiring the matching of terms used to describe the characteristics of LD children with the correct explanation of the term.

Characteristics of the Language Disabled (LD) Child

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Performance Objective 1 (Form A)

Name_____ Date_____

Fill in the blanks with the number of the correct definition of each term:

Hyperactivity_____

Emotional lability_____

General orientation defects_____

Short attention span_____

Distractibility_____

Impulsivity_____

Disinhibition_____

Hypoactivity_____

Perseveration_____

Dissociation_____

Disturbance of figure-ground perception_____

Concretism_____

Maturational lag_____

Catastrophic responses_____

Auditory imperception_____

1. The child appears to have a surplus of energy-excessive activity.
2. The inability to see a stimulus as a gestalt or whole. The inability to combine parts to form a whole or unit.
3. Inability to understand familiar sounds and/or oral verbal communication.
4. Inability to concentrate on a specific task for any length of time even without distractions.
5. An irregularity in development of areas of the brain and of personality without structural damage or defect.
6. Behavior characterized by sudden unexplainable shifts of emotion or a tendency toward cyclic behavior.
7. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
8. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
9. A child confronted with a task too difficult for him to perform responds with aggression, irritability, an overflow of response or complete collapse of controls.
10. Significant decrease in motor activity.
11. Response without consideration-acting on impulse.
12. Inadequate perception of time, place, position in space, and spatial relationships.
13. The inability to accurately select the stimuli which should be the center of attention from a mass of incoming stimuli. The child may reverse or confuse figure and background or be unable to distinguish between them.
14. Continuing a response after it is no longer appropriate e.g. a child may continue to bring up a subject, make a motor response, or repeat words.
15. A term closely related to impulsivity, inability to refrain from responding to a stimulus, lacking in internal control of impulses in spite of situation or circumstances.

TEN KIT 3

Characteristics of the Language Disabled (LD) Child

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Performance Objective 1 Form B

Name_____ Date_____

Inadequate body-image concept_____

Dysgraphia_____

Strephosymbolia ____

Inadequate auditory memory_____

Inadequate visual memory_____

Dyslexia_____

Dyscalculia_____

Tactile agnosia_____

Inadequate auditory discrimination____

Withdrawal_____

General orientation defects_____

Short attention span_____

Distractibility_____

Impulsivity_____

Concretism _____

1. Inability to recognize objects through touch.
2. A partial inability to interpret symbols necessary in reading.
3. Inappropriate understanding or awareness of one's own body and the impressions received from internal signals and also contact with others.
4. Avoidance of people, new situations, conflict, or difficult tasks. A defense against anxiety and frustration.
5. Inability to distinguish between sounds according to pitch, volume, and pattern including inability to distinguish between individual speech sounds.
6. Response without consideration-acting on impulse.
7. Language disability as related to the expression of ideas through writing or written symbols.
8. Inability to reproduce words, phrases, sentences, or other stimuli received visually.
9. A partial inability to do simple arithmetic.
10. The reversal of symbols in reading and writing frequently observed in children having a language disability.
11. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
12. Inability to concentrate on a specific task for any length of time even without distractions.
13. Inadequate perception of time, place, position in space, and spatial relationships.
14. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
15. Inability to reproduce words, phrases, sentences or other sequences received auditorially.

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 1

To complete Performance Objective 1, the student must complete one of the forms of the fifteen item matching test at the 90 per cent level of proficiency. The teacher supervisor should use alternate forms of the test when a student fails the Preassessment and has to take the Proficiency Assessment or if a student has to repeat the Proficiency Assessment. Use the attached form as a key for checking student's papers.

If a student misses more than one item, he must repeat the learning experiences before rescheduling the Proficiency Assessment.

Characteristics of the Language Disabled (LD) Child

Performance Objective 1 (Form A)

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Name _____ Date _____

Fill in the blanks with the number of the correct definition of each term:

Hyperactivity 1

Emotional lability 6

General orientation defects 12

Short attention span 4

Distractibility 8

Impulsivity 11

Disinhibition 15

Hypoactivity 10

Perseveration 14

Dissociation 2

Disturbance of figure-ground perception 13

Concretism 7

Maturational lag 5

Catastrophic responses 9

Auditory imperception 3

1. The child appears to have a surplus of energy-excessive activity.
2. The inability to see a stimulus as a gestalt or whole. The inability to combine parts to form a whole or unit.
3. Inability to understand familiar sounds and/or oral verbal communication.
4. Inability to concentrate on a specific task for any length of time even without distractions.
5. An irregularity in development of areas of the brain and of personality without structural damage or defect.
6. Behavior characterized by sudden unexplainable shifts of emotion or a tendency toward cyclic behavior.
7. The inability to see similarities in situations and the tendency to view each situation as unique being stimulus bound.
8. Inability to focus attention on the major aspects of a stimulus while giving attention to extraneous non-essential stimuli.
9. A child confronted with a task too difficult for him to perform responds with aggression, irritability, an overflow of response or complete collapse of controls.
10. Significant decrease in motor activity.
11. Response without consideration-acting on impulse.
12. Inadequate perception of time, place, position in space, and spatial relationships.
13. The inability to accurately select the stimuli which should be the center of attention from a mass of incoming stimuli. The child may reverse or confuse figure and background or be unable to distinguish between them.
14. Continuing a response after it is no longer appropriate e.g. a child may continue to bring up a subject, make a motor response, or repeat words.
15. A term closely related to impulsivity, inability to refrain from responding to a stimulus, lacking in internal control of impulses in spite of situation or circumstances.

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Characteristics of the Language Disabled (LD) Child

Performance Objective 1 (Form B)

Name _____ Date _____

Inadequate body-image concept 3	1. Inability to recognize objects through touch.
Dysgraphia 7	2. A partial inability to interpret symbols necessary in reading.
Strephosymbolia 10	3. Inappropriate understanding or awareness of on own body and the impressions received from internal signals and also contact with others.
Inadequate auditory memory 15	4. Avoidance of people, new situations, conflict, difficult tasks. A defense against anxiety and frustration.
Inadequate visual memory 8	5. Inability to distinguish between sounds accordi to pitch, volume, and pattern including inabil to distinguish between individual speech sound
Dyslexia 2	6. Response without consideration-acting on impul
Dyscalculia 9	7. Language disability as related to the expressio of ideas through writing or written symbols.
Tactile agnosia 1	8. Inability to reproduce words, phrases, sentenc or other stimuli received visually.
Inadequate auditory discrimination 5	9. A partial inability to do simple arithmetic.
Withdrawal 4	10. The reversal of symbols in reading and writing frequently observed in children having a langu disability.
General orientation defects 13	11. Inability to focus attention on the major aspe of a stimulus while giving attention to extrane non-essential stimuli.
Short attention span 12	12. Inability to concentrate on a specific task fo any length of time even without distractions.
Distractibility 11	13. Inadequate perception of time, place, position space, and spatial relationships.
Impulsivity 6	14. The inability to see similarities in situation and the tendency to view each situation as uniq being stimulus bound.
Concretism 14	15. Inability to reproduce words, phrases, sentenc or other sequences received auditorially.

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 2

NAME _____ DATE _____

The student should write a description of an LD child using at least five terms which are generally associated with LD children without using contradictory terms, e.g., hypoactivity and hyperactivity at the 100 per cent level of proficiency.

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Characteristics of the Language Disabled (LD) Child

PROFICIENCY ASSESSMENT

Performance Objective 2

1. The student should use at least five of the terms described in Reading References 1, 2, 3, 4, 5, 7, and 8.

2. The student should not use any contradictory terms such as the following:

   a. Hyperactivity and Hypoactivity
   b. Emotional lability and rigidity
   c. Aggression and withdrawal
   d. Dyslexia and reading on grade level
   e. Learns best auditorially and learns best visually
   f. Concretism and the ability to deal with abstractions

3. If contradictory terms were used or if less than five terms generally associated with LD children were used, the student should repeat the appropriate learning experiences before repeating the Proficiency Assessment for Performance Objective 2.

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 3

NAME _____ DATE _____

The student should check out a packet of five cumulative folders from the teacher supervisor. On the basis of Myklebust's Learning Quotient he should determine the following:

1. Which of the five children have learning disabilities?

2. Of those who have learning disabilities, determine whether it is a disability in reading vocabulary, reading comprehension and/or spelling.

The 100 per cent level of proficiency will be required.

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Characteristics of the Language Disabled (LD) Child

PROFICIENCY ASSESSMENT

Performance Objective 3

The following is a key for checking the student's identification of LD children from their cumulative folders on the basis of Myklebust's Learning Quotient:

Proficiency Assessment	File A----------	Not an LD
Proficiency Assessment	File B----------	LD Reading Comprehension and Spelling
Proficiency Assessment	File C----------	Not an LD
Proficiency Assessment	File D----------	Not an LD
Proficiency Assessment	File E----------	LD in all three areas: Reading Vocabulary Reading Comprehension Spelling

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 4

NAME _____ DATE _____

The student should check out two descriptions of LD children from the teacher supervisor. Read and study these descriptions and schedule a conference with the teacher supervisor in which the behavioral characteristics of the two students will be compared and contrasted. The teacher supervisor will evaluate the conference on the basis of the student's contrasting at least five characteristics such as withdrawal and aggression at the 90 per cent level of proficiency. Each of the five comparisons will be worth twenty points, and each of the five can be divided in half with each half worth ten points. For example, a student might correctly identify aggression and fail to relate it to withdrawal.

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Characteristics of the Language Disabled Child

A Description of an LD Child

D. L. age 6-10 was referred for an evaluation by his first-grade teacher because of failure to make satisfactory school progress. He had been an extremely difficult child to manage in the classroom since his short attention span resulted in his inability to complete the simplest classroom task. Hyperactivity was evidenced by the fact he was unable to remain in his seat for periods longer than five minutes at a time. He frequently became hostile toward other children, but his moods changed quickly resulting in a diagnosis of emotional lability. His writing and reading were characterized by frequent reversals of letters or strepho-symbolia.

Results of the WISC indicated intellectual functioning to be in the Normal range; however, non-verbal functioning is in the Borderline range, while verbal skills are in the upper limits of the Bright Normal range. Speech and hearing were found to be normal; however, visual motor functioning was found to be significantly impaired.

Results of the ITPA indicated that the auditory-vocal channel is functioning appropriately for his mental age, but the entire visual-motor channel appears to be impaired. Visual reception or the ability to understand material presented visually is at the four year, five month level. Visual association or the ability to relate information received visually to past experiences and develop an appropriate response is significantly impaired. Motor expression was also significantly below age level expectancy. Short term visual memory was also inferior to short term auditory memory.

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TEN KIT 3, Characteristics of the Language Disabled Child, A Description of an LD Child

In reading readiness activities D. L. had been able to discriminate between individual phonemes but he was unable to associate these auditory sounds with the appropriate visual symbols. Visual reading readiness materials had resulted in complete failure for D. L., and he frequently responded to this type task with temper tantrums. He has failed to develop a sight vocabulary. He could answer numerical questions orally, but he was unable to solve the simplest problem on paper. His writing was illegible being characterized by reversals and omissions of letters. He could write better from dictation than from copying from the chalkboard or overhead projector.

Test results indicated that D. L. should receive intensive training in visual motor skills. Since the auditory-vocal channel appeared to be superior to the visual motor channel, a phonetic approach will likely be the best method for training.

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Characteristics of the Language Disabled Child

A Description of an LD Child

F. S., age 6-9, was referred for an evaluation by his first-grade teacher because of his inability to follow directions, to identify individual phonic sounds, and his failure to take part in group activities. He frequently refused to join in playground activities preferring to stay within the classroom. He probably will not be promoted to second grade because of failure to make adequate academic progress. He tends to daydream and appears to be hypoactive at times. The teacher has also questioned whether he may have a hearing loss since he does not show interest in other children's conversations. He has been referred to the speech therapist for evaluation because of poor speech. He could not make a number of sounds, spoke very rapidly, and frequently ran his words together. The results of the speech and language evaluation indicated he had very poor articulation since only one sound was produced correctly on the 50-item screening test of the Templin-Darley. Upon examination hearing acuity was found to be normal; however, lip and tongue movements were limited. The teacher had frequently referred to his seeming lack of interest in classroom activities and his failure to complete even the simplest task.

On the Illinois Test of Psycholinguistics Abilities (ITPA) the auditory vocal channel was found to be inferior to the visual motor channel with the severest deficit being in the area of auditory reception or the ability to understand material presented orally. Auditory sequential memory was also inferior to visual sequential memory. Knowledge of word meanings and auditory discrimination were also areas of deficit.

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However, all areas of the visual motor channel were found to be at a developmental level commensurate with his mental age as measured by the Wechsler Intelligence Scale for Children (WISC). Results of the WISC indicated he was functioning in the normal range of intellectual functioning; however, his verbal functioning was in the Dull Normal range; while non-verbal functioning was in the Bright Normal range further suggesting that the auditory-vocal channel was inferior to the visual motor channel.

He is presently reading at the beginning of first-grade level, having acquired a rather limited sight vocabulary; however, word attack skills are extremely limited. After extensive work on consonant sounds he was unable to recognize even the initial consonant sounds of words he has not learned by the "look and say" method. Spelling achievement has been more limited than reading; however, he writes well, and his number concepts include a limited knowledge of the addition and subtraction processes.

Final evaluation indicated that he appears to have a mild dyspraxia which results in his having a problem with speech production. He also has an auditory perceptual problem as evidenced by poor auditory discrimination and his inability to understand information presented auditorially. These problems combined with less than adequate auditory memory functions may account for his tendency toward withdrawal and lack of motivation.

Test results suggested that he should learn to read best through the visual channel. Remediation of areas of deficit in the auditory-vocal channel should be reinforced through the superior visual channel by providing him with visual clues whenever possible.

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT, Performance Objective 4

Did the student identify five of the following differences between the two profiles in his conference with the teacher supervisor?

_____ hyperactivity	_____ hypoactivity
_____ hostility or temper tantrums	_____ withdrawal
_____ adequate auditory vocal channel	_____ inadequate auditory vocal channel
_____ inadequate visual motor channel	_____ adequate visual motor channel
_____ inadequate visual memory	_____ inadequate auditory memory
_____ illegible writing	_____ writes well
_____ no sight vocabulary	_____ rather limited sight vocabulary
_____ should learn best with phonetic approach	_____ should learn best through visual channel
_____ WISC non-verbal functioning in Borderline range	_____ WISC non-verbal functioning in the Bright Normal range
_____ WISC verbal skills in the upper limits of the Bright Normal range	_____ WISC verbal skills in the Dull Normal range
_____ Phonetic approach to reading will probably be preferable	_____ Has learned to read by "look and say" method

_____ OTHERS _____

_____

_____

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Characteristics of the Language Disabled Child

PROFICIENCY ASSESSMENT

Performance Objective 5

The student should describe in narrative form an ideal curriculum for LD children which meets these three criteria:

A. Preserves their human dignity
B. Provides for their learning deficiency
C. Establishes significant achievement expectations

NOTE: This is an affective objective and will not be used to assess students' level of proficiency in the kit; however, the student will be required to develop the curriculum for LD children and to discuss it with his teacher supervisor.